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ABSTRACT

The Block Program is a 1-year, 30 semester-hour elementary teacher education program with emphasis on science and mathematics. It alternates classroom experiences at increasing levels of responsibility with methods courses in time segments ranging from 1 to 9 weeks. During the classroom experience segments, students spend the entire day in the school, from 8 a.m. until 4 p.m. Evaluation of the first year of the program in 1969-70 by participating students and cooperating teachers was favorable. With the assistance of several students, the 1970-71 program was planned and scheduled. The major change in the 1970-71 program is the addition of a segment in which students participate in school opening activities. An evaluation plan for 1970-71 provides for extensive attitude tests and videotaping of students in the program and a comparison group of 25 students in the traditional program. Future evaluation plans include a 3-year follow-up study. (RT)

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THE BLOCK PROGRAM

A Personalized Teacher Education Professional Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

The Block Program is one way of organizing the professional preparation sequence of elementary education majors into an integrated two-semester experience. This professional sequence currently consists of 30 semester hours of observation in student teaching and a collection of methods courses coupled with cultural foundations and educational psychology. The Block Program includes these courses. However, it is more.

The teacher is a person first, and to be educated second. Knowing, accepting, and working with each prospective teacher as a person is the key emphasis in the Block Program. Thus, the Block Program is a unique experience for the faculty as they attempt to translate personalized teacher education from theory to practice for preservice elementary education majors.

This is a report of the program as it currently is evolving. Although this report was prepared by some members of the faculty team, specific thanks should be made to others who have contributed much from their professional competence and human kindness.

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CHAPTER I

A Changing World
--A Need for Teacher Education

CHAPTER I

A Changing World
--Need for Teacher Education

Today's learner is in contact with the world by instant, mass communications systems that were nonexistent a generation ago. He is on the scene as a man walks on the moon or as a demonstrator is clubbed. He is growing up in a world where exploration of distant planets is a reality--he has grown up with the knowledge that instant world destruction exists at the whims of men.

Teachers are responsible for using subject matter in forms that will enable children to cope with their world. Within this complex world, science and mathematics are directed toward one segment. Science and mathematics provide a basis for understanding and dealing with the technological problems of an increasingly complex society. Children need to be educated to live in the world of the computer, electronics, nuclear power and a multiplicity of chemical products. To handle these new materials properly, even at the most basic level, requires a sophisticated understanding of their potentialities and dangers. Ecosystem imbalance by environmentla pollution is presently one of the world's most critical problems. If solutions to such critical problems are to be obtained, there is need for the active cooperation of every individual. This cooperation can be brought about by the individual understanding the problem and feeling the importance and responsibility of his role.

The role of the sciences and mathematics in the life of a learner was described in The Report of the Cambridge Conference (1969). Worthwhile thinking was the key emphasis.

> A primary message of education should, we believe, be that thinking is worthwhile. Unfortunately, education has often been directed away from the imaginative and creative toward uninteresting, rote attention to details....If we hope to make children value the thinking process, we must offer them a somewhat grander conception of what thought is. Worthwhile thinking involves both the imagination and the ability to apply previously acquired knowledge.
>
> It is not enough, however, to show that the thinking of Archimedes, Newton, or Einstein was worthwhile. Each child must be convinced that his thinking is worthwhile. This is basically a matter of respect. The child must learn to respect his own thinking. To do so, the child must see that his own thinking can improve his ability to cope with the world. His teachers must respect his thinking, and they must have curricular materials which will call forth in him a response honestly worthy of respect.
>
> We believe that science and mathematics have a special role in demonstrating that thinking is worthwhile.... In other disciplines far more prior experience is necessary in order to apply their characteristic thought patterns, and the results are far harder to assess. This means that science and mathematics, particularly in the elementary school, are ideal vehicles for the primary message of our educational process: Thinking is worthwhile.

It is relatively easy to agree that "thinking is worthwhile." It is also not difficult to secure consensus that science and mathematics are two subject areas full of opportunities to think. Translating these goals into meaningful education programs, both for school children and for their teachers, is a much more difficult task whose solutions enjoy less probability of wide consensus. This is due in part to new and improved programs for mathematics and science for public schools which have been and are being developed.

Financed through federally supported projects, technological developments and research findings are being applied by curriculum developers and by new industries involved in producing software and hardware.

These curricula materials are providing new models of instructional sequences, and new manipulative materials so that the learner will be stimulated to worthwhile thinking. It is relevant to note that in the efforts to redefine or reshape the curriculum in science and mathematics, technological advances have been employed in several ways. For example, Computer Assisted Instruction and Programmed Learning can be utilized as tools (1) to provide stimuli which will in turn elicit desired behavioral responses; (2) to build hierarchies of tasks in understanding complex principles; and (3) to record and in turn seek out weak or irrelevant areas in instructional sequences. Second, massive amounts of information can be provided by technology so that curricula problems which previously could be discussed only superficially can now be analyzed based on objective data. The tremendous storage and retrieval capacities of computers can be "plugged in" with CAI so that information pertaining to any given problem is more readily available. More information can be brought to bear on any given problem, thus giving the decision makers new techniques for reaching effective decisions based on greater current relevant information. Technology provides more effective tools, greater capacities for storage and retrieval through computer systems, and first hand current information so that greater resources for worthwhile thinking are now available for the learner.

NEED FOR COMPETENT TEACHERS

The present or forthcoming mathematics and science curricula in the elementary schools are demanding specific competencies of elementary teachers. These competencies include knowledge of subject matter, interest in the subject, and methodology of teaching. To cope with these demands, those who direct programs for the preservice education of teachers must recognize that today's schools require individuals with competencies far different from those necessary of even existant 30 or even 10 years ago. For example, team-teaching or cooperative planning requires a member of the team with both knowledge and confidence in specific subject areas. A mathematics-science member of this team is essential for the success of the program, but such qualified people are difficult to locate. Furthermore, due to expanded student populations, many communities have had to move their upper elementary grades to a departmentalized situation combined with junior high school or establish a middle school. This demands a specialist in mathematics-science who has an elementary certificate. Discussions with many school administrators have stimulated eloquent descriptions of the lack of responsiveness in teacher education programs in preparing such an individual.

Under present programs for preservice education, too often the prospective teacher is required to take only a short sequence in science or mathematics and has the option of a one-semester methods course in the teaching of science or mathematics. He may or may

not have the opportunity to teach either of the subjects in a student teaching assignment. The science course is usually a course in biology as part of a liberal education requirement; sometimes it includes a course in physics, chemistry, or geology. The mathematics courses are usually studies in the real number system and in non-metric and metric geometry, which provide only a background for the mathematics context in the elementary school. These courses in science and mathematics do not provide approaches for teaching current science and mathematics programs. The time limitation of undergraduate professional preparation of prospective elementary school teachers, with particular potential in the teaching of mathematics or science, provides one of the compelling arguments for the re-organization of the teacher education experience.

With a need for a meaningful teacher education program evident, what should it take? In a recent report, a study group of The University of Texas Research and Development Center for Teacher Education described teaching as transforming content or as putting content into forms appropriate for children. Teaching was thus defined as the task of preparing the subject matter content for worthwhile thinking, a definition implied in Bruner's statement about teaching anything to anyone.

According to Jackson, when a teacher teaches, he is required to make two kinds of decisions. First, he makes decisions before children arrive - the deliberate choices of the preactive phase of teaching. Second, he makes many decisions quite spontaneously while

working with children in a learning situation - the spontanecus choices of the interactive phase of teaching. The complexities of teaching cannot be denied. The challenge of teaching is equally apparent. This challenge has been divided into eight domains of study for the prospective teacher.

--Knowledge about personal development in becoming a teacher

--Knowledge about the developmental characteristics of children and those forces that have influenced that development

--Knowledge about theories of how children learn - and about the total environment in which they learn

--Knowledge in the substantive content of disciplines

--Knowledge about what children should be taught in a given discipline

--Knowledge about how to teach the content selected from disciplines

--Knowledge about how to diagnose the progress of the persons being taught.

--Knowledge about the purposes for content selection and teaching processes that comprise school curricula

These eight domains have been the basis for generating the objectives for the Block Program. These objectives are:

1. To develop a program in which students can reach a level of competence and confidence in mathematics, science, and the teaching of mathematics and science.

2. To enable the prospective teacher to study science and mathematics in a way in which he is to teach science and mathematics to his future pupils, but at an adult learning level.
3. To prepare the prospective teacher to teach any of the present or forthcoming programs in elementary school science or mathematics.
4. To prepare the prospective teacher to teach science or mathematics in schools with a variety of organizational patterns.
5. To create in the prospective teacher a motivation and ability to continue his study in science and mathematics after graduation in order to meet his needs in teaching and his needs as a citizen.

As one who has acquired the competencies implied by the objectives of the Block Program, we would expect to see a teacher who first knew pupils as people and had a functional knowledge of their interests, aspirations, and apprehensions. Second, that the teacher would have the skill needed to diagnose individual pupil needs and to work with pupils both individually and in groups as they progressed in their pursuit of meaningful goals.

CHAPTER II

A Changing Plan
--The Blocked Semester

The Block Program has been an evolving plan. It was first piloted during the 1968-69 school year with 22 students. The following is a description of the plan utilized during the 1969-70 school year.

The blocked semester was the first change from current teacher education programs. It was employed to provide greater flexibility in utilizing faculty and student time. A second change from current teacher education practices was the focus on behavioral analysis of learning and teaching. This analysis included practice in observing and analysis of a variety of models of teaching. Further, the prospective teacher had an opportunity to practice establishing the pre-conditions of learning, the essentials of classroom management (including the teacher's personal mannerisms, communication skills, interaction skills, skills in confronting and identifying where students are), and the strategies for maintaining an atmosphere for learning. The prospective teacher was required to study new science and mathematics courses perpared for elementary schools and to teach parts of these courses to both small groups (one to four) and to large groups (25-35) of children.

THE PROGRAM AS IT WAS PILOTED DURING THE 1969-70 SCHOOL YEAR

Phase I: Week 1-2

Purpose: To See Myself as a Person and a Teacher

The purpose of the first week was to acquaint the preservice teacher with the program and the role he will play in that program. The orientation week was designed to familiarize the prospective teachers with the program they were entering and to assist them in beginning to think of themselves as a vital contributor to each child's intellectual development. The first week consisted of observations in three different socio-economic elementary schools at different grade levels. Each half-day visit was followed by an afternoon seminar guided by an instructor in which the students discussed their observations and experiences. For most students it was the first contact with an elementary classroom since their own school days. Thus, the first seminars reflected many "me" concerns. There was also an almost total absence of comments about any techniques of strategies the classroom teacher had used either to instruct or control the class. It was during the seminars that students were directed to observe certain teacher behaviors. This directed observation appeared to be a necessity if one wanted the students to make any specific observations for analysis later in the seminar.

The first week was also used to bring the preservice teacher face to face with the child in a learning situation. Each student was assigned to teach one or two children for a short period of time.

The children were primary children and the material used to teach with was Science - A Process Approach. These low-ratio teaching sessions were video-taped, and each student had an opportunity, on an individual basis, to see and hear himself as his children would be hearing him each day. The students also had an opportunity to see themselves through a test interpretation session of the Comprehensive Personal Assessment Battery. Each student met with the team psychologist who discussed with him his responses on the written psychological assessment instruments. The primary focus of these test interpretations was to help the student to know himself. By the end of the first two weeks, each student had been exposed to at least three different classroom environments. He had analyzed some of the observations that he had made. He had experienced an actual teaching situation and had been able to see himself within that setting. He was given the opportunity to analyze himself somewhat critically and also shared in feedback from his instructors. In the first two weeks he had indeed been able to see himself as a teacher.

METHODS OF TEACHING I

Phase II: Weeks 3 - 7 (or 5 weeks)

Purpose: Emphasis on small group interaction of the teacher and child; initial experience with instructional designs in science and reading

During a five-week session with three members of the faculty team, the students learned and practiced strategies and techniques for the instruction of science and reading. Each student was also

involved in a low-ratio science teaching session which was video-taped. This was followed with a feedback session with each student meeting with the science instructor and the team psychologist to appraise and critique the taped session. The feedback session involved helping the students to see themselves as they interacted with learners, and relating those observations to earlier insights gained in the psychological feedback session.

The techniques and strategies of science teaching were primarily process oriented, using Science - A Process Approach as a model. The goal of the instructor was to help the students identify their role and responsibility to the students in relation to science and society.

The teaching of reading was introduced during this phase. The students attended two four-hour instructional sessions two mornings each week and worked in the schools with children two afternoons each week. Their assignment in the school involved identifying specific reading problems among learners through analysis and developing and implementing a remedial strategy to eliminate the problem.

The educational psychologist assigned to the team also met with the students for two-hour sessions three times weekly. The instructional phase of the course was primarily involved with the techniques and strategies involved in the use of operant conditioning. Afternoons were spent in the elementary classroom where the students implemented their psychological techniques with specific children in an attempt to change a particular behavior.

EXPERIENCE IN THE CLASSROOM

Phase III: Weeks 8 - 14 (or 7 weeks)

Purpose: Emphasis on application of strategies for interacting with children and planning of instruction

This phase of the program was involved with giving the students the opportunity to apply their previous instruction to actual classroom situations on a limited basis. The students were assigned two to a classroom in an elementary school. An advisor was in the school at least one-half of each day. During this time the students worked with their cooperating teachers in planning segments of instruction which they assisted in teaching. They also assumed many of the classroom responsibilities other than actual teaching and participated in most of the regular school functions and activities such as teacher meetings, P.T.A. meetings, and holiday programs.

During this time the students were video-taped as they taught science to a full class of children. Feedback sessions were held with each student by the science instructor and the team psychologist. During these feedback sessions the students discussed their outlooks, values, strategies, and methods with the faculty team members.

Each week there was at least one afternoon in which the students attended special seminars. The seminars were devoted to guest speakers or pertinent educational films related to beginning teaching,

teaching techniques, or learning theory applications. The Director of Personnel from a large school district was a guest at one seminar. He discussed seeking, applying, and interviewing for a teaching position. In another seminar a guest spoke to the students about the teaching of social studies and the design of social studies curriculum for children.

During this phase the students had become more involved in interacting with children on a low-ratio level and some full-class teaching experience. They had been closely associated with a classroom teacher and had assisted her in formulating plans. They had actively participated in school functions. Once again they had been able to see themselves as a classroom teacher via video tape and had reveived constructive feedback from that experience. They had been exposed to various education specialists and had an opportunity to discuss these experiences with them.

METHODS OF TEACHING II

Phase IV: Week 15 (1 week)

Purpose: Resolve earlier concerns about teacher-student interaction and instructional design; initiate activities related to teaching behavior

For one week following their directed observation experiences in the elementary classroom, the students had the opportunity to meet again on a full classtime basis with the instructors of science, reading, and educational psychology. The students were reentering

an instructional sequence, but bringing with them this time experiences in the classroom and personal interactions with learners.

Not only did the instructors help the students evaluate their experiences, but they were able to broaden the students' understanding of curriculum possibilities in each of the disciplines. During this period the students were made aware of new developments and implementations of new curricula in the schools. In science, for example, the students worked with Science Curriculum Improvement Study and Elementary Science Study activities and had the opportunity to use these materials with learners in low-ratio teaching sessions.

CONTINUATION OF METHODS OF TEACHING II: MATHEMATICS

Phase V: Weeks 16 - 18 (3 weeks)

During this phase of instruction the students met regularly with the mathematics instructor and the supervisors who would be with them during their student-teaching phase of the program.

Instruction in techniques and strategies of mathematics in the elementary school oriented the students to the teacher's role in relation to mathematics in the classroom. Discussions of the changing curriculum in mathematics were followed by planning sessions for teaching mathematics. Because the students already had their student teaching assignments, mathematics teaching planning with the instructor and supervisor was oriented specifically toward the

assigned classroom. There was instruction on comparative approaches to teaching mathematics, and on ways of adapting the instruction of mathematics to various styles of teaching.

During this time the students also scheduled meetings with the cooperating teacher with whom they would be working, and planning sessions for student teaching were being held with supervisors. The students were becoming familiar with the textbooks they would be using, and learning plans were beginning to evolve.

EXPERIENCE IN THE CLASSROOM

Phase VI; Weeks 16 - 24 (9 weeks)

Purpose: Extend the experience and application levels to responsibility of the instructional context for science and mathematics teaching

Student teaching in this phase was on a full-time basis. The students spent the full school day each day for nine weeks in the classroom with the exception of weekly seminar meetings one afternoon each week. Ten students were assigned a supervisor who worked closely with the cooperating teacher, principal, University team, and student. The supervisor spent approximately one-half of each day in the elementary school.

The students began with a minimum required teaching load which increased as their classroom experiences multiplied. Conferences were held regularly with both the cooperating teacher and the supervisor. The student teachers were also videotaped while teaching a

mathematics lesson. This videotape was immediately followed with a viewing and feedback conference with the mathematics instructor. During this time the faculty team and the counselor were also readily available at any time for conferences. As full-time student teachers the students became part of the school community and participated in many school-wide and neighborhood activities.

Under the direction of the supervisors or the faculty teams, seminars were held for the purpose of broadening the student's educational viewpoint, and informing him of the professional and community services available to him as an educator. Guests at seminars included representatives of professional teacher organizations, representatives of educational service centers, education administrative personnel, and research specialists in education.

METHODS OF TEACHING III

Phase VII: Weeks 25 - 27 (3 weeks)

Purpose: Emphasis on higher level concerns of the instructional context--teaching behavior, classroom management, and analysis of socio-organizational context

The last phase of the program was twofold. Instruction in Educational Philosophy was taught at this time on a half-day basis. The students had an opportunity to begin to firm up some philosophy that they had evolved through the year. There were opportunities to discuss past experiences and formulate new ideas. This phase was also a time for evaluation of accomplishments and a re-evaluation of concerns.

During this phase the students again had the opportunity to meet with each member of the team and discuss successes or failures encountered in any phase of their past experiences.

Figure One summarizes the 1969-70 sequence of events in the Block Program.

FIGURE ONE

TENTATIVE
MATHEMATICS-SCIENCE TEACHER EDUCATION PROGRAM

September 22 2 weeks	Experience in the School Purpose: To see myself as a teacher.
October 6 5 weeks	Methods of Teaching I Purpose: Emphasis on small group interaction of teacher and child; initial experience with instructional designs in science and reading.
November 10 7 weeks	Experience in the Classroom Purpose: Emphasis on application of strategies for interaction with children and planning of instruction.
January 6 1 week	Methods of Teaching II Purpose: Resolve earlier concerns about teacher-student interaction and instructional design; initiate activities related to teaching behavior.
January 13 3 weeks	Continuation of Methods of Teaching: Mathematics
February 16 9 weeks	Experience in the Classroom Purpose: Extend experience and application levels to responsibility of the instructional context for science and mathematics teaching.
April 20 3 weeks	Methods of Teaching III Purpose: Emphasis on higher level concerns of the instructional context - teaching behavior, classroom management, and analysis of socio-organizational context.

CHAPTER III

A Changing View
--Participant's Evaluation

CHAPTER III

A Changing View
--Partcipant's Evaluation

The Block Program involved the intense interaction of three groups of participants: the students, the cooperating teachers, and the faculty team. On several occasions, opportunities were provided for these subsets to express their opinion about the Block Plan and its organization. One study was conducted by the staff of the Department of Curriculum and Instruction under the direction of Dr. Addison E. Lee. A report of that committee's findings is to be available.

THE STUDENTS' VIEW

Another opportunity for securing the participant's evaluation occurred in January at the end of the first semester's work. At that time the students were being contacted about participation in the 1970-71 program. Dr. Gibb had the group write a "To Whom It May Concern" letter to a potentially interested student and share their feelings about their experiences. The following comments reflect student evaluation of the program. One student stated:

> I am very glad that I made my decision to join the program. The personal relationship which has developed this year between the students and the faculty is usually not found in the ordinary classroom. It enables you to talk freely and openly to the faculty and solve many problems that might not otherwise be solved.

Another student wrote:

> The teachers are great and you have a very unusual and nice relationship with them. But it does get old--seeing the same 26 girls every day, the same professors and a bunch of little children. You have to take time and make a conscious effort to see people outside of the program. And you are always tired. This seems like the place to add that I am the happiest I have been in my life. Part of this is due to the program--it removes the hassle that is usually part of class.
>
> "I recommend that you try it--it's great.

A third student expressed this viewpoint:

> Even though I have not been involved in regular student teaching, I have to highly endorse this method. First, you won't have to chance getting a cooperating teacher who really doesn't want you. They all volunteered for this program. Secondly, you get a realistic, day-by-day viewpoint of the classroom and how it works. Even for observation you are there all day, thereby getting a chance to experience the entire classroom situation. By the time you get to student teaching you have done as much student teaching before you start as others have when they graduate. I <u>do</u> recommend this program for everyone, whether or not you're sure of becoming a teacher, because by being in a real situation most of the semester, you will be able to definitely decide whether this is the career you desire. Another advantage is that the 25-30 students involved become very close. It's not often a class at UT can be so close.
>
> "Sure, this program is lots of work, but so is teaching. The professors are understanding and give few, <u>if any</u>, assignments during the teaching block. Your main job will be teaching and you can devote yourself almost entirely to it. It's fun; it's realistic; and it's a challenge.

Another student said:

> During the year a unity develops between the program members which is not found in other programs. This unity involves the faculty as well as the students. I felt that everyone was working with <u>me</u> to help me develop into a better teacher and <u>person</u>.

As personalized education, one described it:

> The Math-Science Block has an approach of more ee personalized instruction. Because of the amount of time spent together as a group and with the faculty team there is a group feeling of unity which I feel creates a more relaxed atmosphere for sharing ideas and problems. Your involvement in the classroom is on a more realistic basis of being there for a long stretch of time so that you get the feel for the classroom.
>
> "The faculty does not take a spoon-feeding approach with their different areas. They expect you to <u>think</u>, do some serious and concentrated efforts on your own, that is a lot of individualized studying.

Another viewpoint was:

> First off, let me say that I have never been more thankful in my life for such a fine group of teachers. I at last actually feel like someone wants to teach me something. They have all been really great to us and have helped us beyond belief. They said last week that our evaluation of our progress has far surpassed those of graduating seniors.
>
> "They don't give you things that are impossible and they are constantly checking with each other and discussing our greatest needs and arranging their assignments so that we are never overloaded. They find out what we need before they ever start teaching us.
>
> "In a nutshell--It's great! I <u>highly</u> recommend it because I know from experience that you will like it.

Another student said:

> After being in the Math-Science program for one semester, I feel that I have learned more and gained more than I ever did in the regular college classroom. The hours are long, but if you just think of it being like a job and not school it's not so bad. After all, when you do begin teaching your hours will be about the same as they are in this program. Also, being in the classroom all day, every day, you see the children as they really are. You have the opportunity to see them working in all subject areas.
>
> Also, in this program you have the opportunity to work closely with your professors. All the professors know you well and this makes it easy for you to talk with them. They are truly interested in what you are doing, your concerns, and your successes. They are always ready and willing to help you whenever you need it.

It's work, but...as told by another:

> This Block Program is an excellent program. You are in the classroom from 8-4 every day, but you're working with children and are actually getting involved in the teaching profession. I feel that it has better qualified me as a teacher and has given me an opportunity for experimenting with my techniques. You've got to jump in the water sometime, and if you are not sure you can swim you always have someone to pull you out! This program helps you get your feet wet and get the experience you need.

It's not all without problems said another:

> Some of the disadvantages to me were having to go off-campus for classes, which created a sense of distance between UT and us as UT students, and having occasionally to drive from one end of Austin to the other in viewing schools or working on projects. But on the whole even these were worth going through.
>
> "As far as the 8-4 schedule, I enjoyed this, and it was really a necessity in order to get in all we did. Furthermore, as prospective teachers we need to know what an 8-4 day feels like again so that we can be effective throughout the whole school day. In observing and student teaching, an 8-4 day is more practical for this and to get you really involved in teaching.

But the work is relevant said another:

> About the Math-Science program: This program is the most worthwhile venture I have ever entered into.
>
> I have been working in the Math-Science Block Program for a full semester. I have no regrets, and I have been extremely pleased with the program. Being so closely associated with the daily school routine has been a great help in orienting me to the expectations of a teacher. Our instructors have worked very closely with us, and they are always within easy reach if we need them. I feel prepared now, for the most part, to enter the teaching profession--and my student teaching is still ahead of me! The instructors are the best.

You are with children, said two students:

> You probably think it is a long day going from 8-4, but most of your work is done in the classroom or during classtime. I have spent more nights sleeping 8 hours this past semester than those of my previous semesters at UT.
>
> You will develop a feel for teaching and for the routine that you will face. I think this program is the greatest, mainly because I am doing what I have wanted to do and that is teach children. In this program I have spent 5 weeks in the classroom teaching and I am only through the observation block.

> More contact with children. I reached the requirement of my 5th week in student teaching while in my 3rd week of observation--and loved it.
>
> Only go into this program if you want to get something out of it for yourself--such as--experience.

And another recommends it:

> The schedule is more time involving--but the benefit I most enjoyed was that I did not have to constantly change roles. I was a student in a methods course and had time to think and work from that angle, and then I was a student-observer with time to think about experiences I had in the school and to relate to the children as a student-observer.
>
> This is better use of time in my opinion and I felt freer and less frustrated since I did not constantly have to juggle and worry with many different demands.

Another opportunity for the students to share occurred at the end of the program. A brief instrument of 21 statements was prepared and the students responded on a 61 point scale indicating agreement or disagreement with the statement. Table One is a summary of their views.

TABLE ONE

STUDENTS' VIEW OF TEACHER EDUCATION

Statement	0 = Disagree 61 = Agree Class Average
1. Teacher trainees should not be allowed to be with children or take an education course until their junior year.	60
2. Teacher trainees need the traumatic practice teaching experience which permits them to observe and work in classes where teachers are doing a poor job.	40.5
3. Most practice teaching is a very bland experience.	51
4. Teacher trainees ought to be allowed to observe in the worst classes, particularly problem classes containing groups which are difficult to control.	18.5
5. Teacher trainees are not prepared to deal with a wide range of abilities with which they are confronted when they enter the classroom.	28.75
6. The subtle nuances of teaching have to be acquired on our own in the classroom by each teacher herself.	7
7. There is a need for more support in the form of resource people in the elementary classroom on a voluntary basis.	14
8. Education of the young must be more important than other kinds of professions in the teacher's mind.	17
9. Supervisors are usually more trouble than children because they attempt to force teachers to use old fashioned methods, or else, they are too superficial to be of any help at all.	44

10.	Teacher trainees should be scheduled into laboratory courses built around directed observation beginning in their first year of college and should have many hours of observation in different types of special situations before embarking on a program of practice teaching.	15
11.	Intern teaching should take place in the junior year before the methods courses are taken instead of the senior year after the courses have been taken. The courses will be more valuable and better understood if they follow practice teaching and are used as reinforcement rather than initiation.	44
12.	Professors of Education should use a variety of instructional media in their courses and practice the finest techniques of teaching. If methods courses are valuable, then education professors trained in methodology should be superior in the craft of teaching to liberal arts professors who have not had this training.	5
13.	A massive effort should be put forth to assure that all elementary teachers are trained in newly developed curricula such as new math, new science, et cetera.	8.84
14.	A serious effort should be made to improve the image of the elementary teacher.	9
15.	A major recruitment program should be instituted to draw more men into the profession of elementary school teaching.	16
16.	The principal must assume greater responsibility for assisting and training beginning teachers.	25
17.	School systems should take a hard look at the kind of supervision which they have in their schools and the role of the supervisor should be reexamined, especially as it relates to the new teacher.	12

18. Teachers of methods courses for elementary school teachers should be required to rotate back in the elementary school and teach an elementary class at regular intervals. 19

19. Teacher trainees should no longer receive all of their teacher training in the most desirable type situations under talented and able directing teachers. They should have experiences in classes with poor teachers in order that they can fully comprehend the problems with which they will be confronted when they begin teaching their own classes. 29

20. School systems must assume a special responsibility for helping inexperienced teachers acquire sophisticated teaching skills. One strategy is to deliberately associate beginning teachers with more experienced teachers. 14

21. New patterns of team association should be be developed which will allow beginning teachers to teach as part of a team staffed largely by experienced teachers. 25

With each statement, many also added comments. It is from these that a rich set of ideas were expressed which were used in planning the 1970-71 program.

Statement 1: "Teacher trainees should not be allowed to be with children or take an education course until their junior year."

> The earlier people get in the classroom the better--not necessarily for teaching but for observing, small group participation, etc. Education courses have more meaning if you have experienced being with children besides relatives.
>
> There are many reasons why I disagree with this statement. First of all, knowing that you are teacher material comes only from actually working with children. Why "waste" 4 years of education if in your senior (or junior year) when you are with children, you find you can't take it? Also, many courses you take before observation or student teaching seem irrelevant until you see the need for them--after student teaching, or during questions which arise could be answered in previous courses.
>
> It is unfortunate to find out you do not want to teach until your junior year.
>
> With the system the way it is you take Education courses your sophomore year and until your junior year you don't work with children. If by working with kids you find you can't stand them, you have wasted 2 years taking Education courses before you find this out.
> It's too late to change majors by then if you are bound by practicalities (money!). You just don't know what it's like until you experience some teaching.

Statement 2: "Teacher trainees need the traumatic practice teaching experience which permits them to observe and work in classes where teachers are doing a poor job."

> We need good examples more than bad--plus the fact it's too frustrating to the trainee. Even with good examples you can see different ways of doing the same thing.

I think it is hard enough getting used to the routine, planning, and trying to establish one's own methods of teaching without the trials of a poor cooperating teacher experience. It is advantageous to see a poor teacher to learn what "not to do." I am a firm believer in the positive approach with a strong example of a cooperating teacher.

Why should they watch a poor teacher do a poor job instead of a good teacher doing a good job? The student teacher can learn so much from a good teacher and I think she should be given this opportunity.

Statement 3: "Most practice teaching is a very bland experience."

You learn from practice teaching but it isn't real exciting. Especially those lesson plans.

The program I was in may have partially been responsible for my disagreement. However, if a student teacher is really interested in children and teaching I don't see how it could be a bland experience.

It's only as bland as you make it in most cases. A strict, bland cooperating teacher may make it bland. However, if one feels free to experiment it is very exciting.
Furthermore, kids just aren't bland.

Statement 4: "Teacher trainees ought to be allowed to observe in the worst classes, particularly problem classes containing groups which are difficult to control."

At least once or twice. However, I don't think much enthusiasm or positive help can evolve from being constantly in a difficult class.

I think this could be very good experience and probably would be very good training. However, a student teacher is usually pretty nervous about teaching and this could defeat many by making them feel it is their poor ability that makes the class hard to handle.

If they are placed in a class where the teacher knows how to control the problem.

Statement 5: "Teacher trainees are not prepared to deal with a wide range of abilities with which they are confronted when they enter the classroom."

> They might not be prepared for it at first, but they should learn to deal with it, because this problem will probably occur in their own classroom when they start to teach.
>
> For the most part, I disagree because of my own experience. In the program I was involved with, I was in the classroom every day, all day, which I feel was very good and valuable experience.

Statement 6: "The subtle nuances of teaching have to be acquired on our own in the classroom by each teacher herself."

> Basically this, I feel, is true. Of course much is learned from observing and talking with older, more experienced teachers. Each teacher has to find what works best for him or her.
>
> You can get ideas and suggestions but in the end you do things the way you feel most comfortable with the particular children you have.

Statement 7: "There is a need for more support in the form of resource people in the elementary classroom on a voluntary basis."

> I think the support would be there if classroom teachers took the initiative and planned for them.

Statement 8: "Education of the young must be more important than other kinds of professions in the teacher's mind."

> It must be as important, but many professions are just as important for the young child.
>
> What about the people who construct the tests and other teaching aids?

Statement 9: "Supervisors are usually those who are more trouble than children because they attempt to force teachers to use old-fashioned methods, or else, they are too superficial to be of any help at all."

> My supervisor was a student himself and not at all old-fashioned in the methods he suggested. He only made suggestions which I could choose to follow or not to follow.

Statement 10: "Teacher trainees should be scheduled into laboratory courses built around directed observation beginning in their first year of college and should have many hours of observation in different types of special situations before embarking on a program of practice teaching."

> Directed observation should be combined with practice teaching. I could sit and sit watching classrooms, but until I really started teaching I wouldn't be watching the right things.

Statement 11: "Intern teaching should take place in the junior year before the methods courses are taken instead of the senior year after the courses have been taken. The courses will be more valuable and be better understood if they follow practice teaching and are used as reinforcement rather than initiation."

> The practice teacher needs the methods courses so that she can practice teaching techniques that she has learned in these courses.

Statement 15: "A major recruitment program should be instituted to draw more men into the profession of elementary school teaching."

Men make good elementary school teachers. When salaries and status of the elementary school teacher improve, more men will enter the profession.

Statement 16: "The principal must assume greater responsibility for assisting and training beginning teachers."

The principal should be there to help with constructive criticism for the new or preservice teacher.

Statement 17: "School systems should take a hard look at the kind of supervision which they have in their schools and the role of the supervisor should be reexamined, especially as it relates to the new teacher."

Supervisors can be very helpful to new teachers by providing a source of information and guidance without putting restrictions on the new teacher.

Statement 18: "Teachers of methods courses for elementary school teachers should be required to rotate back in the elementary school and teach an elementary class at regular intervals."

Some type of classroom experience every so often seems desirable.

Statement 19: "Teacher trainees should no longer receive all of their teacher training in the most desirable type situations under talented and able directing teachers. They should have experiences in classes with poor teachers in order that they can fully comprehend the problems wich which they will be confronted when they begin teaching their own classes."

You learn more under a talented teacher than a poor one. Plus I think you comprehend a lot more. Besides, can you really fully comprehend the problems until you do have your own classroom?

Statement 20: "School systems must assume a special responsibility for helping inexperienced teachers acquire sophisticated teaching skills. One strategy is to deliberately associate beginning teachers with more experienced teachers."

I thought that was the practice.

Statement 21: "New patterns of team association should be developed which will allow beginning teachers to teach as part of a team staffed largely be experienced teachers."

This could prove to be beneficial in some situations and with some combinations of teachers. On the other hand, I can see how this arrangement could be bad if the teachers were not completely professional. If a job does not get done it is easy for a teacher in the group situation to place the blame on another teacher.

THE COOPERATING TEACHERS' VIEW

Cooperating teachers are a vital link in the success of this personalizing of teacher education. They have helped structure the sequence first by ideas, and second by their insightful feedback. During the last part of the year, a seminar for cooperating teachers was scheduled and they shared these ideas:

I. In any teacher education program, much is dependent upon the individual student--that is, his readiness and his maturity.

   A. All student teachers should be trained to ask the right questions of their cooperating teacher.

B. Some may need more time in a classroom, or even more time in the program than others.

C. Many are really frightened of children and overcome this fear only after much experience and encouragement from the cooperating teacher.

D. It is a difficult task, but we should be careful to identify those situations in which we should <u>push</u> the student teacher and those which we should let slide.

E. How much help the cooperating teacher can give depends upon what the student teacher asks.

F. No more than one student teacher per class is essential for permitting the cooperating teacher to individualize instruction to provide for student teachers' needs. This is not possible when there are two in the room. Sometimes a strong student teacher can shadow a weaker one, so that the real concern and needs of the weaker individual never surfaces.

G. Tell the student teachers to get up and move around in the classroom. When they sit down, they get lost in their own ideas or what they are doing.

II. Assignment of Student Teachers

A. Please, only one per teacher. With more than one person, they depend upon each other or talk more to each other than with the cooperating teacher. If there are quite different problems, the cooperating teacher must take an impartial attitude toward both which is satisfactory to neither.

B. Some experiences should be provided at different grade levels for them to decide on what age-level children they want to focus the majority of their in-school involvement experience.

C. Assignments during the entire year for most should be at the same general level, with flexibility for those situations to be changed where there is a mis-match.

D. They will not know what grade level their job will be, so they do need some breadth of experience, or is a depth of experience at one or two closely related grade levels better preparation?

E. An early assignment of grade level and the class would provide opportunity for the girls to become acquainted with the classroom routine, how papers are graded, how to show films, etc.

III. Responsibility for counseling students in or out of a career of teaching.

A. There was much concern expressed about individuals who are not really interested in committing the time and energy essential for the teacher preparation program.

B. What can be done earlier to help each individual to examine his own goals, such as tutoring, or is the student teaching the first real meaningful confrontation one has with what teaching means?

C. Initially, we need to find out the student's interest in teaching--Do you want to, or do you not want to teach?--to help them make that decision. They need more time in observation and possibly the use of the videotapes could help here.

IV. Supervisory Assistance

Problems encountered in supervisory assistance included:

A. There needs to be continuity in supervisory help during the entire year and between years.

B. Each student teacher should have at least 30-minute observation and a 30-minute feedback conference per week. Teachers may or may not be involved in these, but they should be informed of the ideas discussed so that the cooperating teacher can agree, disagree, or add to them.

C. The procedure of leaving your critique and questions with the cooperating teacher to discuss with the student teacher was well liked by those who had experienced that strategy.

D. Student teachers need help on the mechanics of lesson plans, but goodness knows, they need to be simple.

E. Improved communication will help relieve three-way pressure on student teachers.

F. The supervisor shouldn't disrupt children by talking to them when the teacher is teaching.

G. The supervisor should be concerned about absences, and shouldn't communicate to the student teachers any approval of their absences and thus encourage them.

V. Planning

A. Student teachers need to have an ample opportunity to plan before coming to the classroom. Some spend much of their time during the school day putting up bulletin boards, making out plans, etc. These tasks must be done before 8:00 and after 3:00. Student teachers need to be aware of this, and they need to have help in learning how to use their time.

B. Student teachers need to find out what books, word lists, work books, etc., are being used in the classroom.

C. Requests for lesson planning in all subjects to be taught were unrealistic. All we need is a brief indication that the student teacher has thought out the subject and is ready to go.

D. Cooperating teachers need to see the plans of the student teacher, however. I never saw one the entire semester.

E. Realistically, the student does not need to have a lesson plan to read a story.

VI. Social Studies

A. They needed help with this in identifying and planning the use of a variety of resources.

B. Here and in other subjects, they really are "gung-ho" to do discovery, but they need help as to when to stop, reconstruct, and give information. "Too much hay down" can be frustrating to the student teacher and to the children.

VII. Classroom Management

A. Much more instruction needs to be concentrated on this very important area.

B. Be more specific as to what student teachers should expect in student behavior.

C. Be more explicit as to how student teachers expect students to achieve that behavior--to line up, to get materials, classroom logistics, etc.

D. Be concerned about how to get children there and how to get them back.

E. Have specific plans for who will do what (you simply cannot say, "Now get to work!)

F. They need to know how to use the AV materials, transparencies, how to get these, how to get dittos run, etc.

G. They surely need a course in handwriting.

H. They need more practical help in learning how to maintain discipline. Positive reinforcement simply will not work all the time.

I. They surely need help on how to drain and water kids.

IX. Semester Schedule

A. It would be stronger if it was a cycle with classroom involvement followed by seminar followed by classroom involvement, etc.

B. Smaller groups could be helped with specific needs during the seminar time and a more individualized and self-paced program made possible.

C. Also, smaller groups make possible a more flexible approach.

D. Don't pull students out for seminars during the school day during their in-school involvement experience.

E. We need to know what is going on during the seminar period and this will enable us to make more specific suggestions to the students.

F. I doubt if we can do more than we have in a shorter time, but in eight weeks, are we accelerating them too fast?

G. Less teaching experience in the first semester and more attention to routine would be appropriate.

H. Some are ready for teaching sooner. With respect to observing, I surely got bored watching them. I thought I would enjoy watching my children, but I really got tired. The last week was a long one.

I. Please do not have seminars on Mondays.

X. An early experience needs to be scheduled.

A. They need to be in the school immediately prior to the beginning of the school year. The suggestion was made that the student be present on the Thursday and Friday before school opening, and then stay with the same teacher during the entire first week. Suggested activities at this time would be:

Work on a bulletin board.
Serve as teacher's aide.
Check out books.
Sit in on planning sessions.
Observe how grouping of children is done.
Orientation to the library.
Become familiar with the rules of the school, such as, chewing gum, etc.
Become familiar with the school plant.
Find out what dress is appropriate.
For this year, have a seminar on the first day of school during the May week.

THE FACULTY'S VIEW

Summarizing the faculty views is difficult. They met twice a month in two-hour planning sessions for the entire year--even though their actual teaching assignment was only for a single semester. At

these meetings, the personal concerns of the students were the main focus of attention. On one occasion, each team member was asked to describe what they felt was unique about the Block Program. Mrs. Newlove, team psychologist and counselor, stated:

> I gave feedback to the individual faculty people when they asked for it. I told them what I knew that might be helpful, such as insights into potential concerns and development. The unique thing that I saw was that the students saw mature people with different ideas who could work together and enjoy it.

Dr. Rutherford, Reading Methods Instructor, stated:

> An advantage of the Math-Science program is that it makes it possible for the students to work with an entire class, with small reading groups and with individual students in a tutorial program. It is not possible to do all of these things in an on-campus methods course.

Dr. Hall, Science Methods Instructor, stated:

> On occasions we have overloaded them with assignments, that is true, but they let us know, and then we can adjust. We organized as a team and we share. We present an integrated, overall picture of an entire program. The faculty team plugs in the academic to the classroom. With the team psychologist's input we can deal with the total person, not just the content.

Mr. Dollar, Educational Psychology Instructor, suggested:

> ...the behavioral objectives for the terminal behavior of a student as a result of his Educational Psychology course is to be able to walk in and remain calm emotionally and deal with the variety of children's responses. In this course one is able to de-sensitize them to the teaching process, the school environment, and the behavior of children which they will encounter. The interdisciplinary approach presents the students with some very key strengths. There are many biases and yet you can find your own. The message that comes to the student is that we will monitor your overt behavior, but we really want you to think.

Dr. Gibb, Mathematics Methods Instructor, stated:

> ...this year it was very obvious that the students were more professional. Fifteen of them went on their own to the National Council of Teachers of Mathematics Regional Meeting in San Antonio. The fact that they asked thoughtful questions of the speakers demonstrated a great maturity. It was remarked by one speaker that one student in particular asked some questions that reflected depth in thought.

Mr. McCarty, principal of one of the schools in which student teaching had taken place stated:

> The faculty at his school felt that there planning is being done by the faculty team and students. And there was a better communication between the entire faculty team and the student teachers and the cooperating teachers. They very much liked the idea of student teachers being there all day. It was a very desirable aspect.

In general, evaluations of the participants suggest that providing a truly personalized teacher education program which meets known needs of individual prospective students requires time and dedication of the entire group--students, cooperating teachers, and faculty. It is not an easy task for uncommitted people. However, it is a highly rewarding task for those who are willing to invest themselves in others.

CHAPTER IV

A Changing Sequence --A Look Ahead to 1970

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A Changing Sequence
--A Look Ahead to 1970

Following any rich experience, it is altogether too easy to remember the high points of success and to conveniently forget the less-than-successful aspects. At the end of the 1969-70 Block Program a decision was made that student participants could and should be employed to design a sequence for the 1970-71 year of the Block Program. Four students were identified who were interested in this assignment. After two weeks of continuous discussion among themselves, members of the faculty team and graduates of the 1969-70 Block Program developed:

1) A schedule and expectation for both semesters and
2) A more specific set of suggestions for components of the Block Program.

The schedule they designed and which is being used is:

FIRST SEMESTER

A. August 27-September 4 (1 week and 2 days) In-School Participation

In-school participation as a teacher's aide to observe activities and procedures of the first week of school. (8:00-4:00)

B. September 8-September 25 (3 weeks) Visitation and Methods

Visitation in many different schools with specific items to observe in Reading, Science, Mathematics, and Class Management. Methods courses will include Reading, Science, Ed. Psych. (Class Management).

C. September 28-October 16 (3 weeks) In-School Participation and Observation

1. Begin tutoring in reading - 2 children.

2. Observe and assist in science teaching (collecting materials, involvement in planning lessons, etc.). This should be an opportunity for the student to observe the cooperating teacher's method of teaching. The observer should not be responsible for teaching the lesson by himself.

3. Class Study for Educational Psychology concentrating in class management routines such as attendance, collecting and grading papers and assignments, operating visual aides (overhead, films, bulletin boards), and taking children to and from their classroom for other activities such as lunch, art, P.E., and music.

D. October 19-November 6 (3 weeks) Methods

Continuation of Reading, Science, and Education Psychology with the addition of Mathematics.

E. November 9-December 11 (4 weeks) In-School Participation and Observation

1. Begin tutoring 1 child in Mathematics.

2. Begin teaching 1 reading group on a full-time basis.

3. Teach the entire class in Science (minimum 1 lesson).

4. Continue working on class study and general class management routines.

F. December 14-December 18 (1 week) Seminars in Methods

Seminars and discussions in Mathematics, Reading, Science, and Education Psychology.

SECOND SEMESTER

A. January 14-January 29 (2 weeks and 2 days) Methods

January 14 and 15 will be given to Education Psychology.

The remaining time will concentrate on Mathematics, Social Studies, Science, Reading (Language Arts).

B. February 1-February 12 (2 weeks) In-School Participation

1. Become familiar with classroom organization, students, and cooperating teacher so that the student may more effectively plan for teaching.

2. Assist teacher in the role of a teacher's aide (organizational matters).

3. Be involved in informal low-ratio and small group teaching with the purpose of getting to know children and curricula.

4. Begin research on units and begin planning for lessons to be taught during the next period.

Note: This is not to be a time in which the student teacher is responsible for teaching the whole class. This period will be used for familiarizing the student teacher with routines, procedures, population, etc., so that he may be more confident in his role as a teacher.

C. February 15-February 19 (1 week) Planning for Teaching

For teaching during the next 6 weeks: The student teacher will consult with his supervisor and methods teachers. By Friday of this week, the student should have completed all lesson plans he will use in teaching. He will not enter the classroom until all plans have been approved by his supervisor. In order to make it easier on all concerned,

the following completion deadlines have been set to HELP the usual procrastinator!

By Tuesday, February 16 - Science

By Wednesday, February 17 - Mathematics

By Thursday, February 18 - Reading

By Friday, February 19 - Social Studies

Note: Keep in mind that the student teacher will use part of the first 2 weeks in planning as well. This time has been set aside to concentrate on lesson planning so that the student teacher will not be faced with teaching responsibilities on top of planning responsibilities.

D. February 22-April 2 (6 weeks) In-School Participation and Student Teaching Responsibilities

Week 1 - Mathematics, Spelling, 1 Reading group

Week 2 - Mathematics, Spelling, 1 Reading group, Science

Week 3 - Mathematics, Spelling, 2 Reading groups, Science, Social Studies

Week 4 - Mathematics, Spelling, 3 Reading groups, Science, Social Studies

Week 5 - Mathematics, Spelling, 3 Reading groups, Science, Social Studies

Week 6 - Mathematics, Spelling, 3 Reading groups, Science, Social Studies

Class management and routines should also be carried out during this time. In the event that SRA reading is the only program used, the student teacher will be expected to work with individuals and groups with common problems. Language arts should also be included in reading instruction.

E. April 5-April 9 (1 week) SPRING BREAK

F. April 12 - April 30 (3 weeks) Methods and Evaluation

This last period should be involved with all methods courses, i.e., Science, Reading, Social Studies, Mathematics. It should be an opportunity for concentrating on approaches, techniques, problems, and fine points of teaching.

The Thursday and Friday of the last week will be set aside for evaluation of the program.

SCHEDULE FOR BLOCK PROGRAM, 1970-71

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				August 27 TEACHER'S AIDE	August 28
8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00	31 Teacher's Aide 2:30-3:30 Seminar	September 1 Teacher's Aide Adjourn	2 Teacher's Aide (Videotape Schedule) Adjourn	3 Teacher's Aide Adjourn	4 Teacher's Aide
8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00	7 LABOR DAY	8 Coffee--Organizational CAI Pre-Assessment Science 3:30--Adjourn Complete Assessment	9 Reading Ed. Psy. Science 3:30--Adjourn	10 Science Ed. Psy. Science 3:30--Adjourn	11 Reading--Visitation & Discussion Afternoon free
8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00	14 Reading--Visitation & Discussion 1:30--32	15 Math Ed. Psy. 1:30--Science 3:30--Adjourn	16 Reading 632 1:30--3:30--Discussion	17 Science Ed. Psy. 1:30--32 3:30--Adjourn	18 Reading--Visitation & Discussion Afternoon free

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
21 Practicum-- Visitation & Discussion	22 Math --- Ed. Psy.	23 Reading 632 CAI Post Test	24 Math --- Ed. Psy.	25 632 Reading
1:30-- 632 3:30--Adjourn	1:30-- Science 3:30--Adjourn	1:30-- Ed. Psy. 3:30--Adjourn	1:30-- Science 3:30--Adjourn	Afternoon free
28 School Participation Adjourn	29 School Participation Adjourn	30 School Participation 2:15--Seminar Adjourn	October 1 School Participation Adjourn	2 School Participation Adjourn
5	6 S C H O O L	7 P A R T I C I P A T I O N 2:15--Seminar A D J O U R N	8	9
12	13 S C H O O L	14 P A R T I C I P A T I O N 2:15--Seminar A D J O U R N	15	16

	FRIDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	19 Reading --- Science --- 1:30--Film Feedback 3:30--Adjourn	20 Science --- 12:30--Ed. Psych. Adjourn	21 Reading --- Science --- 1:30--Ed. Psych. 3:30--Adjourn	22 Science --- 12:30--Ed. Psych. Adjourn	23 Reading --- Science --- Afternoon Free
	26 Reading --- Math --- 1:30--Conference Time 3:30--Adjourn	27 Ed. Psych. --- 12:30--Science Adjourn	28 Reading --- Ed. Psych. --- Science 3:30--Adjourn	29 Ed. Psych. --- 12:30--Science Adjourn	30 Reading --- Math ---
	Election 2 Reading --- Math --- 1:30--Conference Time 3:30--Adjourn	3 Science --- 12:30--Ed. Psych. Adjourn	4 Reading --- 1:30--Ed. Psy. 3:30--Adjourn	5 Science --- 12:30--Ed. Psy. Adjourn	6 Reading --- Math --- Afternoon Free
	9	10 SCHOOL PARTICIPATION ADJOURN	11	12	13

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
16	17	18	19	20
	SCHOOL PARTICIPATION ADJOURN			
23	24	25	26	27
SCHOOL PARTICIPATION ADJOURN			Thanksgiving Holidays	
30	December 1	2	3	4
	SCHOOL PARTICIPATION ADJOURN			
7	8	9	10	11
	SCHOOL PARTICIPATION ADJOURN			

	14 Math ----------	15 Ed. Psych. ----------	16 Reading ----------	17 Science ----------	18 Seminar ----------
		S C H O O L	P A R T I C I P A T I O N		
			A D J O U R N		

CHAPTER V

Accounting for Change
--The 1970 Evaluation Plan

ACCOUNTING FOR CHANGE

THE 1970 PLAN

The Mathematics-Science Block Program for the preparation of elementary school teachers was first organized at the University of Texas for the 1968-1969 academic year. It was repeated during the 1969-1970 year with several modifications. The modifications were based on some empirical data but in large part of subjective evaluation by the faculty team involved. It was decided that during the 1970-1971 academic year a more systematic evaluation of this project would be undertaken.

The Block Program seems to have four characteristics that are of particular importance:

1. The integration of a personalization emphasis in the program.
2. The scheduling of the program so that all students are involved five days a week from 8:30 to 4:00 throughout two semesters.
3. The involvement of the students in schools during both the observation and the student teaching periods for the entire day five days a week.
4. The efforts of the faculty to carry out a team project with regular meetings to facilitate the integration of the components.

A more complete description of the program is afforded in the publication by Butts and Colton, The Block Program (1970).

Any individual concerned with the preparation of teachers can only judge the effectiveness of their program, or of their teaching, by the actual performance of the students once they are in the field. Throughout the evaluation of the block program this will be the criterion measure.

General Questions Posed in the Evaluation

The evaluation is planned to deal with the general topic of the competency of the students during the act of teaching. Three questions are posed as definitions of the general focus of this evaluation:

1. How do the students change with respect to teacher behavior during the course of the year at the University?
2. How do the students change with respect to teacher behavior during the three years following their University experience?
3. If there are significant differences among the students with respect to their competence in the act of teaching at the end of the academic year, are these differences correlated with student characteristics observed during the year?

Obviously it is not possible to correlate all student characteristics with ability partly because of constraints of time, but in greater part because of the lack of ability to identify the characteristics. The correlations for question three are therefore limited to those defined in the following section.

Definition of Terms

1. Population

   The population for this evaluation will be the set of twenty-five students who volunteered to be in the Science-Mathematics Block Program.

2. Comparison Group

   The comparison group will be the set of twenty-five students who were randomly chosen from the matched students within the population. Matching will be on the basis of:

   a. Area of concentration.

   b. Stage in professional sequence.

3. Traditional program

   The traditional program is composed of three methods courses, philosophy of education, educational psychology, observation and student teaching. Each of these is treated as a discrete part and is taken by the student in the senior year at the University.

4. Teaching Behavior

   Teaching behavior is the ability of the students with respect to teaching children. This will be measured by:

   a. Interaction analysis of video tapes.

   b. Subjective rating of video tapes.

   c. Rating scales by pupils and cooperating teachers of classroom teaching.

5. Academic performance

   Academic performance as measured by G.P.A. of students.

6. Logical Reasoning

   Logical reasoning is the ability to differentitate between a conclusion that can be justifiably drawn from given data and conclusions that cannot be drawn from the given data.

7. Flexibility of closure

   Flexibility of closure is the ability to demonstrate selective attention to a specified set of elements when presented within various settings - the larger the number of settings from which the desired set of elements is selected the higher the flexibility of closure.

8. Concerns

   The concerns to be measured are those of prospective teachers as described by Fuller (1969).

9. Task Orientation

   Task orientation, as defined for this study, is the enjoyment of structured goal-oriented activity.

Instrumentation

1. The Instrument for the Analysis of Science Teaching (IASTv2)

   The IASTv2 will be used as an interaction analysis on the video tapes made of the students while teaching. The instrument was developed by Hall (1970) and was originally used for the observation of science teaching only. More recently it has been

revised for use in other teaching situations. It provides for 32 categories of interaction and produces three scores:

a. Frequency of behavior

b. Sequence of behavior

c. Indices of classroom climate.

2. The Subjective Rating Scale (SRS)

This scale is composed of ten Likert scales which are directed toward ten teaching characteristics. For each student the video tape session will be rated by three separate individuals using this scale.

3. Embedded Figures Test (EFT)

This measure is one prepared by Witkin (1950) which provides both a latency and an errors score. It is individually administered.

4. Nonsense Syllogisms Test (NST)

This instrument, developed by the Educational Testing Services, will be used to measure the logical reasoning ability of the students. It is a group administered pencil and paper test requiring the student to state whether a given "if-then" statement is logical.

5. Directed Imagination (DI)

"This technique was developed to provide a sample of behavior in the most open of possible contexts. Respondents are asked to 'Write four fictional stories about teachers and their experiences,' and are allowed four minutes per story to do so.

Research evidence (Veldman and Manaker, 1969) shows that these data can yield important information relevant to teacher behavior. In the assessment system, however, the stories would be used for three other purposes: (1) as a basis for screening for minimum adequacy of handwriting and English usage, (2) as a basis for scanning by personnel trained to detect gross mental disturbance (severe anxiety, hostility, depression), and (3) for idiographic study by a central system psychologist." (Veldman, 1970)

6. Adjective Self Description (ASD)

The ASD "was developed by Veldman and Parker (1970) on the basis of a factor analysis of Gough's Adjective Check List (Parker and Veldman, 1969). It consists of 56 adjective self-rating items that are scored for seven major personality traits. Digitek optical-scanning answer sheets are available. Item cards (automatic or hand punched) are processed by a computer program which can (1) punch raw-score cards for research uses, (2) print one-page interpretive reports, and/or (3) provide extreme-score screening summaries for central office use. Normative data are available on large samples of female elementary, female secondary and male secondary education majors. Students receive a copy of the computer-generated page report before the end of their initial semester in the program." (Veldman, 1970)

7. Self Report Inventory (SRI)

The SRI "was developed by Bown as an adjunct to counseling, and as a method of obtaining a standardized report of the respondent's view of his phenomenological world (Bown and Richek, 1967). It consists of 48 self-descriptive statements that are scored for eight topics. Item cards are hand-punched and processed by a computer program that (1) punches raw-score cards for research purposes, (2) prints one-page interpretive reports, and/or (3) provides extreme-score screening summaries for central office use. Normative data are available on large samples of female elementary, female secondary, and male secondary education students. Students receive a copy of the computer-generated page report before the end of their initial semester in the program." (Veldman, 1970)

8. One Word Sentence Completion (OWSC)

The OWSC "Form 62 was designed to sample attitudes and feelings relevant to teacher education and for general personality description. The form contains 62 items to be completed with single-word responses. In a teacher education program these data serve two purposes: as a basis for idiographic study by a central system psychologist, and as a basis for scanning by personnel trained to detect gross symptoms of mental disturbance (severe anxiety, hostility, depression). The one-word response restriction permits optional scoring by computer." (Veldman, 1970)

9. Concerns Comparisons (CC)

   The CC "was developed to allow systematic determination of the student's position in the theoretical hierarchy of concerns of new teachers (Fuller, 1969). Six values are produced in the scoring of the 21 statement pairs on the form. Together, they indicate the general level of the students' concerns, as well as particular areas of difficulty they anticipate in their training." (Veldman, 1970)

10. Pupil Rating Scale (PRS)

    Likert Scale employing facial expressions in place of numbers on which the pupil rates his reaction to the student teacher.

11. Cooperating Teacher Rating Scale (CRS)

    Likert scales that are modifications of those given by the College of Education on the Teacher Evaluation Form.

Specific Questions Related Only to the Treatment Group (The Block Program) and Procedures to be Used for Answering Questions

A. Change During University Experience

   1. How do the concerns of the students change during the course of the year with respect to teaching behavior?

      The CC will be administered at the beginning of the year (before any meeting with the children) and again within the last week of the school year.

   2. How does the teaching behavior of the students change during the course of the year as measured by an interaction analysis

scale based on video tape sessions?

Six video tape sessions will occur: three in mathematics and three in science, which will be of twenty minutes duration and will involve teaching a group of ten children. Objectives will be specified and will be the same for each of the three sessions in science. Similarly objectives will be stated for the sessions in mathematics. The content will be specified for each occasions but will be different for each occasion. The IASTv2 will be applied by the same person for each of the video sessions. A reliability adjustment will be applied for that individual.

3. How does the teaching behavior of the students change during the course of the year as measured by a subjective rating scale applied to the video tape?

   Rating scales will be developed that can be used by three different viewers to give a subjective rating - of the teaching observed in the video tape sessions.

4. How does the teaching behavior of the students change during the course of the year as measured by subjective rating scales by pupils and cooperating teachers?

   Likert scales to be given to the pupils and to the cooperating teachers at the end of the first week of school experience, at the end of the observation period,

at the beginning of student teaching and at the end of student teaching.

B. Change During the First, Second, and Third Years of "On the Job" Teaching Experience

5. How do the concerns of the students change during the course of the first three years with respect to the act of teaching?

   The CC will be administered to each of the students at the end of the first, second, and third years of teaching experience.

6. How does the teaching behavior of the student change during the course of the first three years of "on the job" experience as measured by an interaction analysis based on video tape sessions?

   Twenty minute video tape sessions will be made of the students teaching a group of ten children at the end of the first, second, and third years of teaching. The same objectives will be used for each of these sessions but the content setting will be changed on each occasion. The IASTv2 will be used for analysis of the tapes.

7. How does the teaching behavior of the students change during the course of their first three years of "on the job" experiences as measured by subjective rating scales based on video tape sessions?

The same video tapes will be used as in Item 7, but the rating scale will be that developed for Item 3 and will be applied by three independent judges.

8. How does the teaching behavior of the student change during the first three years of teaching experience as measured by subjective rating scales by pupils being taught?

   Rating scales similar to those used for Item 4 will be completed by pupils at the end of the first, second, and third years of teaching experience.

C. Correlations

9. Is there a significant positive correlation between G.P.A. and success in the program?

   G.P.A. will be subdivided into five categories?

   a. Area of concentration
   b. Required courses
   c. Freshman courses
   d. Sophomore courses
   e. Freshman and sophomore courses
   f. Junior courses
   g. Cumulative to end of junior year.

   The criterion measures for success in the program will be based on the change observed in response to Items 2, 3, and 4. G.P.A. will be gained from the records of the categories described.

10. Do students who are higher with respect to flexibility of closure show greater success in the block program than those less flexible?

    Criterion for success will again be that described in Item 9. The EFT will be administered at the beginning of the academic year.

11. Do students who are more task oriented show greater success in this program?

    Criterion for success will again be that described in Item 9. The score for task orientation will be extracted from the SRI and ASD sections of the College Battery.

12. Do students who are higher with respect to logical reasoning show greater success in this program than those who are less logical?

    Criterion for success in the program will be that described in Item 9. The SRT will be administered to determine logical reasoning.

13. Is there a significant correlation between high interest demonstrated on the TOIA inventory and success in the block program?

    Each of the six categories yielded by the TOIA will in turn be correlated with success in block program as defined in Item 9.

14. Is there a significant correlation between any of the personality variables indicated on the College Battery and success in the block program?

Each of the measures will be analyzed as usual and in turn a correlation will be computed with success in the block program as defined in Item 9.

Specific Questions Related to the Comparison Group and Procedures to be Used for Answering Questions

Questions 15 - 28 are the same as those for the treatment group stated in Questions 1 - 14. Similar procedures will be used for collecting the data.

Specific Question Related to the Comparison of the Comparison Group and the Treatment Group

Questions 29 - 42 are to determine whether there is any difference between the two groups that is significant both at the beginning of the program and at the end. The data collected in response to Questions 1 - 14 and 15 - 28 will thus be analyzed.

Time Schedule for the Evaluation

The schedule to be followed for the collection of data is contained on the next page.

The analysis of the video tapes will be carried out throughout the year so that it will be ready for analysis by the end of May. Data analysis for the 1970-1971 phase will be carried out during June, July and August of 1971.

TIME SCHEDULE FOR DATA COLLECTION

EVALUATIVE INSTRUMENT	DATES TREATMENT GROUP	COMPARISON GROUP
Concerns Test	August 27	September 8
Video Tape I	Sept. 2, 3, 4	Sept. 22, 23, 24
Video Tape II	Sept. 14, 15, 16	Sept. 29, 30, Oct. 1
College Battery	Sept. 8	Sept.
EFT	Sept. - Oct.	Sept. - Oct.
TOIA	September 22	September 22
SRT	September 22	September 22
Video Tape III	November	December
Video Tape IV	November	December
Video Tape V	April	April
Video Tape VI	April	April
EFT	April	April
SRT	April	April
College Battery (PSRT only)	April	April
Evaluation Retrospective Questionnaire	April	April

CHAPTER VI

An Epilog

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An Epilog

To where do we see the Block Program headed?

We think that the strategies employed here are not unique to Science or Mathematics. Rather, in education, knowing myself, knowing my task, and knowing my opportunity are dimensions of competence and confidence in teaching. As dimensions of the Block Program, they also illustrate one model for Personalized Teacher Education.